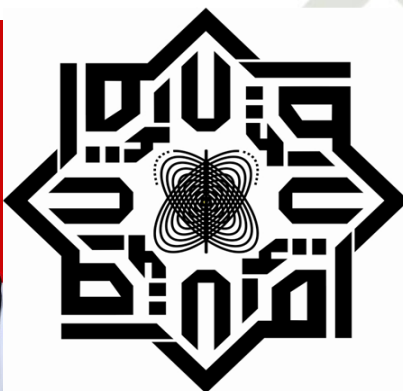
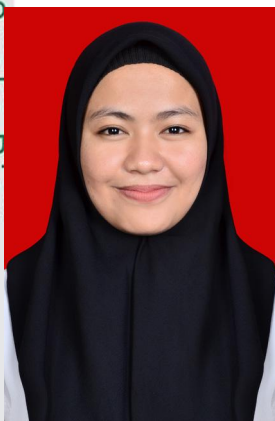


1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**A COMPARISON BETWEEN MALE AND FEMALE STUDENTS'  
ATTITUDE IN LEARNING ENGLISH AT JUNIOR  
HIGH SCHOOL 3 SELATPANJANG  
MERANTI REGENCY**



UIN SUSKA RIAU

BY

WAHYU MEIMONA

SIN. 11513203868

UIN SUSKA RIAU

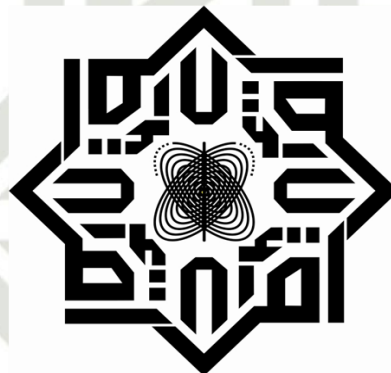
**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2019 M**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**A COMPARISON BETWEEN MALE AND FEMALE STUDENTS'  
ATTITUDE IN LEARNING ENGLISH AT JUNIOR  
HIGH SCHOOL 3 SELATPANJANG  
MERANTI REGENCY**

A Thesis

Submitted in Partial Fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd.)



UIN SUSKA RIAU

By

**WAHYU MEIMONA**

**SIN. 11513203868**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2019 H**



**Hak Cipta Dilindungi Undang-Undang**

© Hak cipta milik UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

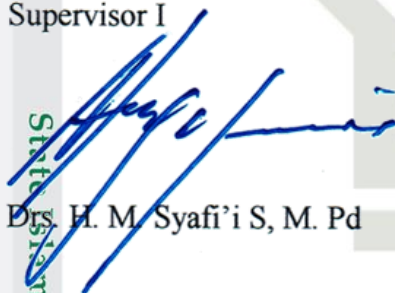
**SUPERVISOR APPROVAL**

The thesis entitled *A Comparison Between Male and Female Students' Attitude in Learning English at Junior High school 03 Selatpanjang Meranti Regency* is written by Wahyu Meimona, SIN. 11513203868. It has been accepted and approved to be examined in the final examination by the supervisor and the head of English Education Department to fulfill one of the requirements for getting undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabi'ul-Awal 16<sup>th</sup>, 1441 H  
November 19<sup>th</sup>, 2019 M

Approved by

Supervisor I



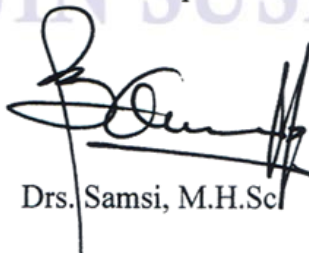
Drs. H. M. Syafi'i S, M. Pd

Supervisor II



Nuardi, S. Pd, M. Ed

The Head Master of English  
Education Department



Drs. Samsi, M.H.Sc





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## EXAMINER APPROVAL

The thesis entitled *A Comparison Between Male and Female Students' Attitude in Learning English at Junior High school 03 Selatpanjang Meranti Regency* is written by Wahyu Meimona, SIN. 11513203868. It has been accepted and approved committee by The Examination Of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil-Awal 4<sup>th</sup>, 1441 H / December 30<sup>th</sup>, 2019 M as one of the requirements for the Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, Jumadil-Awal 4<sup>th</sup>, 1441 H  
December 30<sup>th</sup>, 2019 M

### Examination Committee

Examiner I

Drs. H. Kalayo Hasibuan, M.Ed-TESOL

Examiner II

Rizki Amelia, M.Pd.

Examiner III

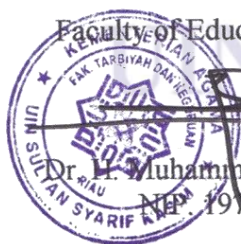
Dedy Wahyudi, M.Pd.

Examiner IV

Robi Kurniawan, MA.

Dean

Faculty of Education and Teacher Training



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.

NIP. 19740704 199803 1 001





## ACKNOWLEDGEMENT



In the name of Allah S.W.T. The Most Beneficent and The Most Merciful.

All Praises belong to Allah S.W.T. for all the blesses so that the researcher could accomplish this thesis, in addition, may Peace and salawat salam be given to the prophet Muhammad who has taken all human being from the Darkness to the Lightness.

I am truly grateful also for the never-ending supports, love and care my beloved Parents, Jus Mawarni, my super hero Mother, and also my lovely Dad, Darussalam. They give me more than they have. Thank you so much Mom and Dad, please keep becoming my inspirations. Thank you so much for everything in my entire life.

This thesis is written and intended to submit in partial of requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training of State University of Sultan Syarif Kasim Riau. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

In finishing this paper, the researcher got many wishes to express for them. They are:

1. Prof. Dr. Akhmad Mujahidin, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jamrah, MA., as Vice of Rector I, Dr. Kusnadi, M.Pd., as Vice Rector II, Drs. H. Promadi, MA., Ph.D.,

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

- as Vice of Rector III and all staffs. Thank you for the kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice Dean I. Dr. Dra. Rohani, M.Pd., the Vice Dean II. Dr. Drs. Nursalim, M.Pd., the Vice Dean III and all staffs. Thank you for kindness and encouragement.
3. Drs. Sasmi Hasan, M.H, M.Sc., the Chairperson of Department of English for his guidance to the students in writing thesis. Cut Raudatul Miski, M.Pd., the secretary of English Education Department who has given correction and guidance to complete this thesis.
4. Drs. H. M. Syafi'i S, M.Pd and Nuardi, S.Pd, M.Ed the researchers' supervisor of this thesis, thank you very much for the correction, suggestion, guidance and kindness in completing this thesis. The writer apologizes for the weaknesses because of bothering this time.
5. Idham Syaputra, M.Ed as academic supervisor, thank you very much for your kindness.
6. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau who have given much knowledge and information through the meeting in the class.
7. Amirusin, the head master of Junior High School Selatpanjang Meranti and all staffs who helped the researcher in finishing this research.



**Hak Cipta Dilindungi Undang-Undang**

8. My brother Halim Jumardan, Hakim D and Ilham Juliades who always pray for my success.
9. My beloved best friend Deddy Kurniawan, whom I could always talk about my problems and excitements.
10. My lovely sisters from another mother Nurhabibun, Annisa Rahmi, Vinni Thank you so much for your joke, motivation and support.
11. My friends in E class, Nita, Nuyun, Gina, Tina, Anggi, Muti, Cepun, Neng, Dias, Roki, Ijal, Ari, Nia, Yeni, Wily, Icut, etc. Thanks for your help, support and motivation.
12. All of my lovely family Mama Deli, Dodotayang, Nteitam, Ntecan, Syaripeh, Heri, Nanda, Meli, Habib, who always remember me for finishing my task. Thanks for your joke, support, motivation and everything. Love you!
- The perfection only belongs to Allah, Criticism, comments and suggestions are really appreciated to improve the thesis.

**“May Allah Almighty bless you, bless me, and bless us”**

الحمد لله رب العالمين

Pekanbaru, November 19<sup>th</sup>, 2019  
The researcher

WAHYU MEIMONA  
SIN.1151320868





## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ABSTRACT

**Wahyu Meimona, 2019: A Comparasion between Male and Female Students' Attitude in Learning English at Junior High School 3 Selatpanjang Meranti Regency**

The aim of this research was to compare the learning attitude between gender, male and female at the eighth-grade students of Junior High School 3 Selatpanjang regency. There were 66 students as the sample for this research; 33 male and 33 female students. The researcher used sensus sampling for the sample method. The instrument used was the behavioral, cognitive, and the emotional aspect of attitude which has 30 statements. The research finding was the male and female students showed the negative behavioral attitude that they do not feel enthusiastic to come to class when the English is being taught. In the cognitive aspect, most of them think that they study English just to pass the exams, cannot apply the knowledge from English subject in real life, and they totally disagree that English subject has the content that covers many fields of knowledge. In Emotional aspect of learning attitude, male and female students are not interested in learning English. The statistical data analysis finding by using SPSS 26.0 independent sample test revealed that there is no significant different between gender in learning attitude by calculation that significant two tailed test sig. 0.085  $p > 0.05$ .

**Key words:** *Comparative Research, Learning Attitude Between Gender*



## ABSTRAK

**Wahyu Meimona, 2019: Perbandingan antara Siswa Laki-Laki dan Perempuan dalam Belajar Bahasa Inggris di SMPN 3 Selatpanjang Kabupaten Meranti**

Penelitian ini dilakukan dengan menggunakan metode kuantitatif. Penelitian ini bertujuan untuk membandingkan sikap belajar antara jenis kelamin, laki-laki dan perempuan pada siswa kelas VIII SMPN 3 Selatpanjang. Ada 66 siswa sebagai sampel untuk penelitian ini; 33 laki-laki dan 33 siswa perempuan. Peneliti menggunakan sensus sampling untuk metode sampel. Instrumen yang digunakan adalah aspek perilaku, kognitif, dan emosional dari sikap belajar Bahasa Inggris yang memiliki 30 pernyataan. Temuan penelitian adalah siswa laki-laki dan perempuan menunjukkan sikap perilaku negatif dalam belajar Bahasa Inggris sehingga mereka tidak merasa antusias untuk datang ke kelas ketika bahasa Inggris sedang diajarkan. Dalam aspek kognitif, kebanyakan dari mereka berpikir bahwa mereka belajar bahasa Inggris hanya untuk lulus ujian, tidak dapat menerapkan pengetahuan dari pelajaran bahasa Inggris dalam kehidupan nyata, dan mereka sama sekali tidak setuju bahwa bahasa Inggris memiliki konten yang mencakup banyak bidang pengetahuan. Dalam aspek emosional dari sikap belajar, siswa laki-laki dan perempuan tidak tertarik untuk belajar bahasa Inggris. Temuan ini dianalisis melalui data statistik dengan menggunakan uji sampel independen SPSS 26.0 mengungkapkan bahwa tidak ada perbedaan yang signifikan antara jenis kelamin dalam sikap belajar dengan perhitungan yang signifikan dua uji sig.  $0,085 p > 0,05$ .

**Kata kunci:** *Penelitian Komperatif, Sikap Belajar Antar Gender*

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ملخص

وحي ميمونة، (٢٠١٩): دراسة مقارنة بين التلاميذ والتلميذات في تعلم اللغة الإنجليزية في المدرسة المتوسطة الحكومية ٣ سلات بانجاق منطقة ميراني

قام هذا البحث باستخدام المدخل الكمي. يهدف لمقارنة موقف التعلم بين الجنسين، الذكر والأنثى لدى تلاميذ الفصل الثامن بالمدرسة المتوسطة الحكومية ٣ سلات بانجاق. عينته ٦٦ تلميذ؛ ٣٣ تلميذ و ٣٣ تلميذة. لأخذ العينة، استخدم تقنية معاينة تعدادية. أما الأدوات المستخدمة فناحية السلوكية والمعرفية والوجدانية من موقف تعلم اللغة الإنجليزية وله ٣٠ تعير. ونتيجة هذا البحث هي دلالة موقف سلمي في تعلم اللغة الإنجليزية لدى التلاميذ والتلميذات، لذلك لا يشعرون بالحماسة للحضور إلى الفصل عند تعلم اللغة الإنجليزية. في ناحية المعرفية، يعتقد أغلبهم أن تعلم اللغة الإنجليزية هو فقط لنجاح في الامتحان، لا يمكن تطبيقه في الحياة الواقعية، ويختلفون تمامًا في أن اللغة الإنجليزية بها محتوى يشمل العديد من مجالات المعرفة. في ناحية الوجدانية من موقف التعلم، لا يهتمون التلاميذ والتلميذات بتعلم اللغة الإنجليزية. وقد تم تحليل هذه النتيجة من خلال البيانات الإحصائية باستخدام اختبار العينة المستقلة SPSS ٢٠.٠. وكشف أنه لا يوجد فرق هام بين الجنسين في موقف التعلم مع حساب هام من اختبارين  $p < 0.0085$  sig.  $0.0005$ .

الكلمات الأساسية: دراسة مقارنة، موقف التعلم بين الجنسين



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## TABLE OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>THE LIST OF TABLES</b> .....	<b>xi</b>
<b>THE LIST OF APPENDICES</b> .....	<b>xii</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Problems .....	4
1. Identification of the Problems .....	4
2. Limitation of the Problems .....	5
3. Formulation of the Problem.....	5
C. Objective and Significant of the Research.....	6
1. Objective of the Research.....	6
2. Significance of the Research .....	6
D. Reason for choosing the title .....	7
E. Definition of the Key Terms.....	7

### CHAPTER II REVIEW OF RELATED LITERATURE

A Theoretical Framework.....	9
1. Learning.....	9
2. Nature of Attitude .....	17
B The Relevant Research .....	22
C. Operational Concept .....	25
D. The Assumption and Hypothesis .....	26
1. The Assumption.....	26
2. Hypotheses.....	26



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

©

### CHAPTER III METHOD OF THE RESEARCH

A. Research Design .....	27
B. Location and Time of the Research .....	28
C. Subject and Object of the Research .....	28
D. Population and Sample .....	28
E. Technique of the Data Collection .....	29
F. Data Analysis Techniques .....	30

### CHAPTER IV THE PRESENTATION OF THE DATA ANALYSIS

A. Description of Research Procedures .....	33
B. Data Presentation .....	33
C. Data Analysis .....	46
D. Result of The Analysis .....	50
E. Discussion .....	51

### CHAPTER V CONCLUSION OF THE RESEARCH AND SUGESTIONS

A. Conclusion .....	53
B. Sugestions .....	53

### BIBLIOGRAPY

### APPENDICES

### CURRICULUM VITAE

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## THE LIST OF TABLES

Table III.1	The Population and Sample of the Research.....	28
Table III.2	Blue Print of Questionnaire.....	30
Table III.3	Likert Scale .....	30
Table III.4	Interpretation Attitude Criteria Percentage .....	31
Table IV.1	Male Students Behavioral Aspect of Attitude (BAA).....	35
Table IV.2	Male Students Cognitive Aspect of Attitude (CAA) .....	37
Table IV.3	Male Students Emotional Aspect of Attitude (EAA).....	39
Table IV.4	Female Students Behavioral Aspect of Attitude (BAA) .....	41
Table IV.5	Female Students Cognitive Aspect of Attitude (CAA).....	42
Table IV.6	Female Students Emotional Aspect of Attitude (EAA) .....	44
Table IV.7	Different of Male and Female learning Attitude.....	45
Table IV.8	Male Students Learning Attitude .....	46
Table IV.9	Female Students Learning Attitude.....	47
Table IV.10	Descriptive statistic of the Questionnaire .....	48
Table IV.11	Independent Sample Test of Male and Female learning Attitude	49



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF APPENDICES

Appendix 1	Questionnaire
Appendix 2	Male Students' Questionnaire Score
Appendix 3	Female Students' Questionnaire Score
Appendix 4	Recommendation Letters



UIN SUSKA RIAU

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Students' attitude towards learning languages is one of the crucial factors determining the success or failure. Attitude is considered as an important concept to understand human behavior and is defined as a mental state includes beliefs and feelings (Viet, 2017, p.1). Negative attitudes can hinder learning. However, a negative attitude can be changed and turned into a positive attitude, a positive outcome. Attitude is considered an important factor affecting language learning. Positive attitude towards learning languages is a good starting point to learn a language.

In the context of English as a foreign language (EFL), the attitude of the students towards learning English language has got a queen position and different studies have been conducted to investigate the role of attitudes on students' attainments (Noursi, 2013, p.21). He revealed that the type of students' attitudes towards the target language and the teacher was a vital criterion in determining students' success and/or failure in learning a foreign language. Besides, certain characteristics of low-achievers brought out the lack of a positive attitude which contributed to the students' low achievement.

In this study, attitude was considered as an essential factor influencing language performance and received considerable attention from both first and foreign language researchers. There are many reasons why students' attitude

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

toward language learning is important that would be revealed by this research. Based on the previous research had been done before, the researcher was interested to conduct the same area research about the second year students learning attitude in Junior High School 3 Selatpanjang. This school used 2013 one of the state junior high schools in Meranti Regency that offered English to students as one of the subjects taught consisted of speaking, reading, writing, and listening. In the process of teaching and learning English, State Junior High School 3 Selatpanjang used Curriculum 2013. The orientation of learning in 2013 curriculum aimed to produce Indonesians who were productive, creative, innovative and affective by reinforcing attitudes, skills, and knowledge. 2013 curriculum is the development of School-Based Curriculum in several components. In school-based curriculum, attitude competency is inserted in learning process. Different with 2013 curriculum, attitude competency is the core competency where the teacher has to implement more attitude competency in her/his teaching process more.

Related to the explanation before, the writer found from the four skills of English, most of the students are lazy in speaking subject. Students' speaking skill can be influence by attitude factors. It can be classified into two categories: first, the positive attitude, and second the negative one. Based on writers' preliminary observation and interview the teacher at the second year students' of State Junior High School 3 Selatpanjang faced the problems in learning English, especially in behavioral, cognitive, and emotional aspects of attitude in learning English



#### Hak Cipta Dilindungi Undang-Undang

© Hak Cipta dilindungi Undang-Undang  
UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

especially in speaking class. The writer found the students' speaking skill were still far from the expectation of the target curriculum. The Minimum Criteria Achievement (MCA) was 75, while the 80% of second year students' speaking score was below 75 in poor level. The rubric of students' speaking skill is presented as follows:

**Table 1.1 Rubric of Speaking Skill**

No	Range	Category	Description
1	90 - 100	Very Good	The students are able to speak English with very good pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
2	85 - 89	Good	The students are able to speak English fluently with good pronunciation, grammar, accuracy, comprehension vocabulary and fluency.
3	80 - 84	Enough	The students are able to speak English with enough pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
4	55 - 79	Poor	The students are able to speak English with poor pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
5	<55	Very Poor	The students are able to speak English with very poor pronunciation, grammar, accuracy, comprehension , vocabulary and fluency.

The students speaking score should be in range 85-89. However, their score was far from the Minimum Criteria Achievement (MCA). The problem of the students can be seen in the phenomena:

- 1) Some of the male students did not focus in learning English, they sometimes whispered with others during class.
- 2) Some of the male students annoyed their friends while learning speaking in English.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

- 3) Some of the female students seemed less enthusiastic in learning and too quiet/ passive.
- 4) Female students who did not like the speaking lessons were chatting with friends in the class when the teacher was teaching.
- 5) Some of male and female could not give example dealing with material taught before.

Based on the phenomena, it was clear that some of male and female students had a lot of problems in their attitude while learning English especially in speaking lesson. Considering the fact among the findings found by researcher about the attitude in learning English are different among students' related to their gender, thus, the researchers were interested in researching the problems above into a thesis entitled "*A Comparasion Between Male and Female Students' Attitude in Learning English at Junior High School 3 Selatpanjang Meranti Regency*".

#### B. Problem

##### 1. Identification of The Problem

Based on the background above, the problems in this research were identified as follows:

- a. Why were some of the male students often not really focus in learning English.
- b. Why were some of the male students annoys their friends while learning English.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Why were some female students seem less enthusiastic in learning and too quiet/ passive.
- d. Why were some of the female students who did not like English lessons were chatting with friends in class when the teacher was teaching.
- e. Why were some of the male and female could not give example dealing with material taught before.
- f. Why were some of male and female students do not understand about the lesson given by the teacher.
- g. How is students' attitude in learning English in both male and female at SMPN 3 Selatpanjang Meranti Regency.

**2. Limitation of the Problem**

Based on the identification of the problems above, it was clear that there were some problems involved, but the writer limited this research that only focuses on male and female students' attitude in Learning English of the second year studens at State Junior High School.

**3. Formulation of the Problem**

Based on the limitation of the problems above, thus the problems of this research could be formulated as follow:

- a. How is the male students' attitude in Learning English at Junior High School 3 Selatpanjang?
- b. How is the Female students' Attitude in Learning English at Junior High School 3 Selatpanjang Meranti?



- c. Is there any significant difference between male and female attitude in Learning English at Junior High School 3 Selatpanjang Meranti?

## C. Objectives and Significant of the Research

### 1. Objectives of the research

The writer carried out this research for several objectives as follows:

- a. To find out how male students attitude in learning english at Junior High School 3 Selatpanjang Meranti.
- b. To find out how female students attitude in learning english at Junior High School 3 Selatpanjang Meranti.
- c. To find out whether or not there is a significant difference between Male and Female Attitude in learning english at Junior High School 3 Selatpanjang Meranti.

### 2. Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. To enlarge writer's knowlagde about the difference on male and female students' attitude in learning English at the Junior High School 3 Selatpanjang Meranti Regency
- b. It can provide useful information for the readers in conducting the researcher.

- c. Fulfilling one of the requirements to finish writer's study as a student of English Education Department in State University Of Sultan Syarif Kasim Riau.
- d. These researches are expected to be very meaningful, especially for the writer as a novice of learning how to conduct the research.

#### **D. Reason of Choosing the Title**

The reason why the researcher was very interested in carrying out a research on the topic above are based on the several considerations :

1. The researcher was interested in carrying out this research in order to investigate the differences on students' attitude between male and female in learning English at the junior high school 3 Selatpanjang Meranti Regency
2. The problems of this research were not yet investigated by the other previous researchers.
3. The location of the research facilitated the researcher to carry out the research.
4. This research was relevant to her status as an English education student of Education and teacher training faculty of State Islamic University Sultan Syarif Kasim Riau.

#### **E. Definition of the term**

##### **1. Comparison**

According to Lijphart in (Finifter, 1993, p.106) comparison as the analysis of a small number of cases, entailing at least two observations, yet

too few to permit the application of conventional statistical analysis. Comparison is a technique of analyzing two or more subjects or objects using statistical methods. In this research, the term of comparasion refers to a comparative study between male and female students' attitude in learning english at the eleventh grade of state Senior High School 3 Selatpanjang Meranti Regency.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

## 2. Attitude

According to Atkinson J. at al (2004, p. 41), the attitude means, the students' tendency to respond possitively or negatively toward certain subject or material taught. Attitude is a *condition* or behavior shown by someone in response to information. In this research, attitude is the behaving that famele and male students' shown while learning English at state Senior High School 3 Selatpanjang Meranti Regency.

## 3. Male and Female

According to Feldman (2011, p. 343), male and female are kind of sex of human being or gender. Male and female are kind of sex of human being or gender. In other words, male and female refers to the boys and grils who are studying in the school especially at the second year students of State Junior High School 3 Selatpanjang Meranti Regency.

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Learning

###### a. Definition and Significance of Learning

Learning process is a series of phase through by students who learn (Winkel, 1986, p.19). Another opinion is from Makmun (2012, p.156) about learning process can be interpreted as a series of interaction between students and teacher to reach the goal. Learning process is a fundamental element to education activity. This means that the success or failure of achieving the goal of education is highly dependent on the learning process experienced by students. Thus it is important for educators to truly understand the meaning of learning.

In line, Witherington in (Prawira, 2012, p. 225) defines learning as a change in personality marked a new pattern which can be a sense. The definition of learning that unites the formulation obtained from three short definition of learning. First, learning is a change in one's self. Such changes can occur in terms of skill, in a manner, or in a sense, and so on. Someone who has learned, she/he will not have the same condition with a previous state when he/she has not learned.

Second, learning is new patterns mastery. Learning action based on several principles that dominated the principle of sufficient

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

holding the basic arrangement of an experience. Third, learning is proficiency mastery, attitudes, and understanding. Proficiency contains of practice skills. Attitudes are the things that relate to the way of thinking and feeling to the problems that contains the value, while the notion is related experience rational or common sense.

In addition, Cronbach (in Sardiman, 2004, p.20) said that learning is shown by a change in behavior as a result of experience. Learning is a change. It means that in learning there is effort to change behavior. So, learning will bring a change in each individual who learn. The change not only related to increase the knowledge, but also proficiency, skill, attitude, understanding, interest, nature, and adjustment. Thus, we can said that learning as series of soul, psycho-physic to reach the development of good personal that regarding to idea, sense and intention, cognitive domain, affective domain and psychomotor domain.

Learning is everyone activity. Knowledge skills, habits, indulgence, and a person's attitude is formed, modified and evolved due to learning. Because the person is learning, if it can be assumed in others it becomes a process of events that result in a change in behavior. From some of the above study, it can be said that a learning activity within the containing object and purpose of the same is to be better than before the so-called learning.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**b. Embodiment Learning Behavior**

Embodiments of learning behavior are more often seen in the following (Syah, 2010, p.118):

1) **Habit**

Every student who had been around a learning process, their habit would seem different. This habit arose because the shrinkage tendency of the response with use of repeated stimulation. In the learning process, habituation also includes the reduction of required behavior. Because of this reduction appears a new pattern of behaving relatively permanent and automatic. For example, students who learn a language many times to avoid the tendency of the use of words or structures are mistaken, eventually will be familiar with the use of good language and correct.

2) **Skills**

Skills are activities related to the nerves and muscles that normally appear in physical activities such as writing, typing, and so on. Despite its motoric skills but require careful coordination of movement. Thus, students who perform motoric movement with low coordination and movement can be considered to be less skilled or not.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Reber, skill is the ability to perform complex behavior patterns and organized seamlessly and in accordance with the state to achieve certain results. Skills include not only motoric movements but also the embodiment of cognitive mental function. The connotations also come to influence others. This means that people who are able to leverage other people appropriately is also regarded as a skilled person.

3) Observations

Observation means receiving process, interpret, and give meaning incoming stimuli through sensory organs. Cause to the experience of learning a student will be able to achieve the right objective before reaching understanding. Wrong observation that one would been emergence of misconceptions as well. For example, when a child who first heard the radio broadcaster would think that the announcer actually being in the radio box. But gradually, through a process of learning he would know the notion of an actual radio announcer.

4) Associative Thinking and memory

Associative thinking and memory are thought by associating something with others. Associative Thinking is the process of government established a relationship between the

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

stimuli to the response. It should be noted that the student's ability to perform true associative relations are heavily influenced by the level of understanding or understanding gained from the study. Besides memory is also a learned behavior, because memory is a fundamental element in the associative thinking. So, the rest of which have undergone a process of learning will be marked by an increase in material savings and increased memory capabilities associated with such material.

5) Rational and Critical Thinking

Rational and critical thinking is a manifestation of learned behavior, especially related to problem solving. In general, students will use a rational thinking basic principles and understanding in answering the question. In rational thinking required students to use logic to determine causation, analyze, draw conclusions, and even creating laws or rules. In this case the critical thinking, students are required to use specific cognitive strategies appropriate to test the reliability of the idea of solving problems and overcoming errors or omissions.

6) Attitude

Attitudes are relatively sedentary tendency to react in a way good or bad about something. In principle, the attitude is

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the tendency of students to act in a certain way. In this case the student learning behavior is characterized by the emergence of a new trend that has been changed to an object, values, events, and others.

7) Inhibition

Inhibition of an effort to reduce or prevent the occurrence of a particular response because of the presence of the other ongoing response. In the case study, the inhibition is referred to the student's ability to reduce or stop the unnecessary measures and take other actions better when it interacts with its environment. Students' ability to perform inhibition in general through the learning process. For example, a student who successfully learns the dangers of alcohol will avoid buying liquor. Instead, she would buy a healthy drink.

8) Appreciation

Appreciation is often interpreted as appreciation or assessment of abstract objects and concrete are worth sublime. The level of appreciation of a student to a work depends heavily on the level of their learning experience.

9) Affective behavior

Affective behavior is behavior that involves variety feelings such as fear, anger, sadness, upset, happy, and so on.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The influence of this kind cannot be separated from the influence of the learning experience. A student, for example, can be considered successful in learning if it has been like and realize with sincere religious truths he learned.

From the nine results of the learning behaviors, the researcher used the sixth embodiment of learning behaviour as the research focus. Activity is described as a process that is mediated by other people's behaviour, material tools, and psychological tools.

**c. Factor that Influence Learning**

Learning is process that cause change occur in behavior. Success or failure someone in learning cause some factors that influence in reaching achievement that is internal and external factor (Dalyono, 2005, p.55). These factor include:

**1) Internal factors**

- a) Health. Physical and spiritual health have more influence in learning. If someone. So, taking care in health is more important for each person, physically or mentally, in order to body fitted and fresh thinking in learning activities.
- b) Intelligence and Talent. Both of intelligence and talent very influence learning. Someone who have good intelligence or high IQ commonly easy to learn and good achievement. Talent also have influence on determining the success in learning. Thus, if anyone have high intelligence and their

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

talent in field that learned, the learning process will fast and success than someone who have talent but have low intelligence only.

c) Interest and Motivation. Beside intelligence and talent, interest and motivation are two aspect of mental that influence in reaching achievement in learning. Interest occur cause fascination from internal and external. Motivation can encourage the spirit in work. Good interest in learning can reach high achievement and vice versa. Someone who have high motivation will do learning activities seriously and full of spirit.

d) Learning style. Learning style can also influence the reach of achievement in learning. Learning without pay attention about the technique, physiological factor, psychology factor and science of health will not gratified enough to get achievement in learning activity

2) External factors

a) Family Parents can influence the success of someone in do learning activities. High-low parents' education, how much the income, enough attention and guidance from parents or not, the condition of parent and their children, quite enough or not the situation at home, all aspect can influence the success in learning. In addition, Thobroni and Mustofa (2013,

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

p.34) say that social motivation from family who always motive their children to study hard. The motivation given by family such parents, neighbor, folks, friends, and coleage.

- b) School The condition of school can influence the success in learning. Teachers' quality, method of learning, curriculum that appropriate with students' ability, facilities, rooms, quantity of students, rules of school, and so on.
- c) Society If the society around us include educational people, have good moral, nice, it will encourage people to study hard too, and vice versa. All of aspect will influence the learning success.
- d) Environment The environment, building of house, atmosphere, the clime, and others can in influence the learning success. Such our house in tropic clime and quite enough, it will encourage the process of learning.

## **2. The Nature of Attitude**

### **a. Definition of Attitude**

According to Krech and Crutchfield in (Ahmadi, 2002, p.163) attitude is organization from motivation, emotional, perception or monitoring in aspect from individual life. In general, attitude can be interpreted as learners' positive or negative reaction to the target language. Another definition also expressed by Djaali, 2012, p.115) about attitudes:



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

“Attitude entails an existing predisposition to response to social object which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual. In word predisposition consist meaning behavior direction that do by people related to the object. Direction itself is to avoid or closing on. Do avoid or closing an object (people, things, idea, environment, etc.), based on feeling in individual estimation that involving an object itself. Such, she/he like or dislike something, happy or unhappy, agree or disagree. Attitude involve some knowledge of situation.

However, the essential aspect of the attitude is found in the fact that some characteristics felling or emotion is experienced, and as we would accordingly expert, some definite tendency to action is associated (Ellis in Purwanto, 2014, p.141). The important things in attitude is emotional factor. The second factor is reaction or response or predisposition to react. In this case, attitude is important determinant in human behavior. As the reaction, attitude always related to two alternative that is like or dislike, obey and perform or avoid it.

Furthermore, Sartain (1973, p.108) defines “an attitude is a tendency of react positively or negatively of learning an object”. More over Donald (1965, p.308) gives opinion, an attitude is a predisposition to act in a positive or negative way of learning persons, objects, ideas and events. on other word, attitude considered as the people’s tendency to act positively or negatively of learning something because of that the writer concluded there are people who have positive or negative attitude toward something. For instance,

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

there are students who have positive or negative attitude of learning the English. Furthermore, attitude categories into three components, there are affective, cognitive, behavioral components.

Affective component is ones of feeling for an object. For example, the students like the English taught by the teacher in the classroom. The cognitive component deals with one's perception or concept about an object. For instance, the students believe that by enjoying the English taught, automatically it will increase their English ability. The behavioral component is the result of cognitive and affective components the activity to do something. Such as practicing English, making the exercises given and making homework, etc.

Based on the explanation above the problems that becomes the focus of this research is on affective, cognitive and behavioral components' attitude of learning English. Whether the students have positive attitude of learning English automatically they will study it well, but in the other hand, whether students do not have positive attitude of learning English they will study it poorly.

**b. Dimension of Attitude**

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components that interact with the object (Ahmadi, 2002, p.165). These components include:

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) Cognitive component, associated with knowledge, beliefs or thoughts that are based on information associated with the object. For example, people know that it's worth the money, because they see the price in daily life. Our attitude towards money it implies that we know about the value of money.
- 2) Affective component, refers to the emotional dimension of attitudes, emotions are associated with the object. Here the object perceived as pleasant or unpleasant. For example, if someone says that they are happy the money, these describe their feelings toward money.
- 3) Behavior or conative component involving one of predisposition to act towards the object. For example, because the money is worth something, people liked it, and they are trying to get a big salary.

In the context of English teaching and learning, behavioral aspect of attitude can be seen from how learners react to native speakers' way in speaking English. The learners' eagerness in imitating native speakers' ways in speaking English, their desire to learn or not to learn more about the culture of English speaking countries are just a few examples of behavioral aspect of attitude.

Component behavior is influenced by the cognitive component. This component related to the tendency to act so that in some literature this component is called the action tendency



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

component. Action tendency components can be divided into two kinds.

- 1) Positive attitude. The attitude of the show, accept acknowledge, approve, and implement associated with the object.
- 2) Negative attitude, attitudes which show or showed rejection or disagree on matters relating to the object.

**c. Factor that Influence Attitude**

Factors that influence attitudes (Azwar, 2009, p.30):

- 1) Personal experience

It can be the basis for the formation of attitudes, personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

- 2) Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

- 3) Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

members of the community because the pattern is culture that gives individuals experience public care.

4) The mass media

In the newspapers and the healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumer.

5) Institute of Educational and Religious Institutions

Moral concepts and teachings of educational institutions and religious institution determine the belief system it is not surprising that in turn affects the attitude concept.

6) Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanisms.

## B. Relevant Research

According to Syafi'i S (2014, p.102), relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. In this research, there are some researchers found by the writer that relevant to the writer's research.

First, a research was conducted by Yoko Kobayashi. The title is "The Role of Gender in Foreign Language Learning Attitudes: Japanese female students' attitudes towards English learning". The objective of this research is to find out

#### Hak Cipta Dilindungi Undang-Undang

the difference of male and female students' attitude and belief in learning. By utilising multidisciplinary extant data and research findings, this study argues that Japanese social elements, such as the status of English as feminised academic and professional choices and women's marginalised status in Japanese mainstream society, underlie many women's positive attitudes towards English learning. This study provides pedagogical implications for those in charge of English-related programmes either in Japan or in English-speaking countries who deal with a significant number of young Japanese female students in the programmes.

Second, a research was conducted by Shahrzad Eshghinejad. The title is "EFL students' attitudes toward learning English language: The case study of Kashan University students". The aim of this research is to investigate attitude, behavioral, cognitive and emotional aspects of male and female English as a foreign language (EFL) learners of Kashan University toward English language learning. The result found that there were statistically significant attitudinal differences between the two groups (male and female) students.

Third, a research conducted by Martin Novarizan entitled "Students' Attitude in Learning English At SMPN 23 Pekanbaru. The analysis of his research was descriptive study by using the observation, questionnaire and interview. Observation is used to know the students' attitude in learning English, questionnaire to find out factors that influence students' attitude in learning English and interview is done to support the main data collection in his research. He found that the students' attitude in learning English is good. That can be seen 77.95 of the students' attitude in learning English are in good category. Therefore,

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



it obtained the students' attitude in learning English the first-year students of SMPN 23 Pekanbaru is good category because it is the highest percentage.

Fourth, a research conducted by Nur Fatimah entitled "The Implementation of Attitude Assessment of 2013 Curriculum in Teaching English at the Tenth Grade of SMK Negeri 3 Sukoharjo. Her research findings show that in implementing attitude assessment of 2013 curriculum teacher A used observation technique in assessing students' attitude whereas the teacher B used observation and journal. There are problems in the implementation of attitude assessment by teacher A: there is not enough time to assess students' attitude and there are seven components of social attitude made the to be difficult in assessing students' attitude, whereas teacher B explained that limited vocabulary of students made the teacher to be difficult in assessing students' attitude. Based on the research finding, she suggests that the teacher should follow some workshop more intense about the implementation of assessment of 2013 curriculum to improve their assessing ability.

However, this research was different from Kobayashi, Eshghinejad, Martin Novarizan, and Nur Fatimah's research. The writer only focuses on males and females' attitudes, and the subject of this research is the Junior High School Students'. Then, the similarities between this research and the previous research was in the context of attitude of the students in learning English.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### C. Operational Concepts

Operational concept is the concept use to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concepts.

The indicators of variable students' attitude are as follow (Eshghinejad, 2016):

1. The Behavioral Aspect of Attitude (BAA) deals with the way one behaved and reacted in particular situations.
  - 1) Student exhibits of positive behavior toward studying
  - 2) Student absorbs themselves in learning
  - 3) Student strives to learn more.
  - 4) Students observes to show more enthusiasm to solve problems, to acquire what is useful for daily life, and
2. Cognitive Aspect of Attitude (CAA) involved the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive attitude could be classified into four steps:
  - 1) Student connects to the previous knowledge and the new one
  - 2) Student create new knowledge
  - 3) Student checks new knowledge, and
  - 4) Student applys the new knowledge in many situations
3. Emotional Aspect of Attitude (EAA) such as:

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) Student engaged themselves emotionally.
- 2) Student made relationships in the community/classroom.

**D. Assumption and Hypothesis**

**1. Assumption**

In this study, the writer assumed students' attitude in learning English between male and female students' is different.

**2. Hypothesis**

Ha: There was a significant difference between male and female attitudes in Learning English at Junior High School 3 Selatpanjang Meranti.

Ho: There is no significant difference between male and female attitudes in Learning English at Junior High School 3 Selatpanjang Meranti.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Design of the Research

The design of this research was a quantitative research. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003, p. 153). This research is quantitative non-experimental research which describe things that have occurred and examine relationship between things without any direct manipulation of condition. Thus, this research is categorized as a comparative research which explores a comparison between groups or seeks out relationships between variables for items studied (Creswell, 1998, p. 17). This present research seeks to understand the participants' experiences and its nature is that of an open-ended inquiry rather than one that seeks measurable and observable data where the research questions are specific and narrow (Creswell, 2005, p.47).

This research was aimed to know the difference from two groups (male and female) students. The first step in doing this research was giving questionnaire to the students of the second year Junior High School to get the data about students' attitude, and then got their score to compare students' attitude by their gender.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## B. Time and Location of the Research

This research has been conducted on April 2019 at the eighth grade students of State Junior High School 3 Selatpanjang. It is located in Selatpanjang district, Meranti Regency, Riau.

## C. The subject and Object of the Research

The subject of this research was the second-year students of state Junior high school 3 Selatpanjang. The object of this research was students' attitude (female and male) in learning English.

## D. Population and sample of the Research

### 1. Population of the Research

The population of this research was the second year students of State Junior High School 3 Selatpanjang in 2018/2019 academic year. There were three classes (VIII 1, VIII 2, and VIII 3) of the eight grade students and the total of them are 69. However, there were 3 students did not come because of health conditions. The writer only took 66 students which consisted of 33 males and 33 females as the research samples. As can be seen by this folowing table:

**Table III.1**  
**The Population and Sample of the Research**

No	Class	Population		Sample
		Male	Female	
1.	VIII <sub>1</sub>	11	12	23
2.	VIII <sub>2</sub>	10	12	22
3.	VIII <sub>3</sub>	12	9	21
Total		33	33	66

*Source: (Document of SMPN 3 Selatpanjang)*

## 2. Sample of the Research

The writer used purposive sampling technique. Purposive sampling meant the process of selecting a sample in such a way that all individuals in the defined population had an equal and independent chance of being selected for the sample. In other words, every individual has the same probability being a sample (Gay and Airasian , 2000: 123). Moreover, Babbie, cited in Creswell (2009:148) also mentions selecting a purposive sample in which each individual in the population has an equal probability of being selected as sample. So the sample of the research were 66 students.

## E. Technique of Data Collection

Collecting the data is the most important thing in research. In this research, the writer used questionnaire to collect the data. According to Sugiyono (2013, p.98) questionnaire is a technique of data collection which done by giving a set of questions or a written statement to the respondent to be answered). It means that to collect the data, we give the questions or statement for respondent to be answered. The questionnaire of this research was Attitude Students' Dimention Scale. That was adopted from Eshghinejad (2016).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Table III.2**  
**Blue Print Questionnaire**

No	Indicator	Statements	Total Number	Percentage
1	Behavioral attitudes toward English	1,2,3,4,5,6,7,8,9,10	10	33.33%
2	cognitive attitudes toward English	11,12,13,14,15,16,17,18,19,20	10	33.33%
3	Asking question to the partner and the partner is able to respond the question (conversation of speaking).	21,22,23,24,25,26,27,28,29,30	10	33.33%
<b>Total</b>			<b>30</b>	<b>100%</b>

This questionnaire used Likert Scale. The Likert Scale is a tool used to develop instruments used to measure the attitudes, perceptions, and opinions of a person or group of people against the potentials and problems of an object, the design of a product, the process of creating products and products that have been developed or created. In Sugiyono (2013, p.93), there are four to five answer from highly positive to highly negative.

**Table III.3**  
**Likert Scale**

Scale	Categories
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

*Adopted from Sugiyono (2013, p.93)*

## **F. Technique of Data Analysis**

Data processing techniques in this study used a computation calculation SPSS (Statistical Product and Service Solution) Version 26.0 for Windows because this program has a high statistical ability and the data management system in the graphical environment use a simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012, p.28).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The analytical method used in this research was Descriptive Analysis Percentage. This percentage descriptive was processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated Sudjana (2001, p. 129) are as follow:

$$P = \frac{f}{N} \times 100\%$$

Decription:

- P = Percentage  
 f = Frequency  
 N = Number of Respondents  
 100% = Constant Number

The calculation of this descriptive percentage as follows:

- a. Correcting the questionnaire answers from respondents.
- b. Calculating the frequency of respondent's answers
- c. The overall number of respondents is 86
- d. Insert into the formula
- e. Interpret the result with the table below

**Table III.4**  
**Interpretation Attitude Criteria Percentage**

Scale	Categories
20 % - 36 %	Very low / worse
36,01% - 52%	Low / bad
52,01% - 68%	Highly Sufficient / Fair
69.01 % - 84 %	High/ good
84.01 % - 100%	Very High / Very Good

*Source : Arikunto (2010, p.85)*

After calculating descriptive statistic, hypotesis testing can be done by using SPSS 26.0. The Mann Whitney test was used to determine whether there was a

**Hak Cipta Dilindungi Undang-Undang**

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

difference in the average data of two unpaired samples. This difference test will be used to test the ability of the dependent variable to differentiate its influence on the independent variable (Santoso, 2014, p.115) The decision of hypothesis is by comparing the  $\rho_{\text{count}}$  and  $\rho_{\text{table}}$  ( $\rho = \text{rho}$ ) as we can see from the determining statistical hypothesis as follow:

$H_a$ : There is significant difference Between Male and Female Attitude in Learning English at Junior High School 3 Selatpanjang Meranti.

$H_0$ : There is no significant difference Between Male and Female Attitude in Learning English at Junior High School 3 Selatpanjang Meranti.

Reject  $H_0$  and Accept  $H_a$  if  $\rho_{\text{count}} > \rho_{\text{table}}$

Accept  $H_0$  and Reject  $H_a$  if  $\rho_{\text{count}} \leq \rho_{\text{table}}$

Before determining the hypothesis, the critic value of  $\rho_{\text{table}}$  should be known in advance. It is used as the standard of  $\rho_{\text{table}}$  which will then be compared with  $\rho_{\text{count}}$ . The method to know the critic value of  $\rho_{\text{table}}$  is by using the degree freedom =  $n-2$  ( $df = n-2$ ) formula with a significant level of 5 % or equal to 0.05.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION OF THE RESEARCH AND SUGESTIONS

#### A. Conclusion

Based on the discussion from research question and a hypothesis, it can be concluded:

1. Male students showed the negative behavioral attitude.
2. Female students showed the negative behavioral attitude.
3. The findings answer the general research questions that there is no significant difference between male and female attitude in learning english at Junior High School 3 Selatpanjang Meranti.

#### B. Sugestions

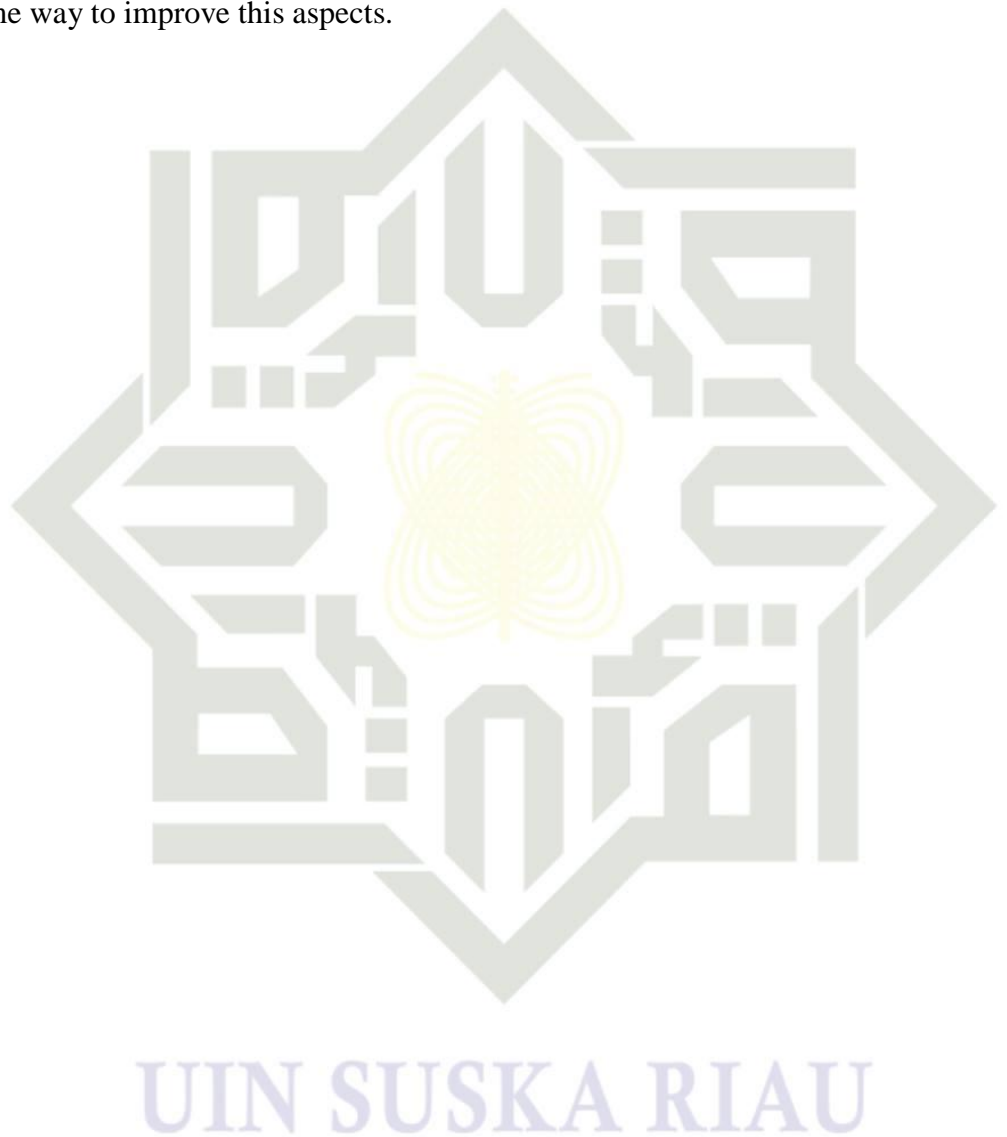
After analyzing the data taken questionnaire, the writer would like to present some recomendations. Relative results of this study which there are some things the researcher wants to suggest, among others. They are as follows:

1. The teacher of English subject at school should create a good circumstance in teaching in order to help the students in improving their English skill. The teachet of English subject should give the students an interesting topic in activity learning. So that, they will be more interesting in communicating in English.
2. The concern of the English teaching and learning is to help students to involve in the activity by concerning the learning attitude aspect such as Behavioral, Cognitive, and Emotional aspect of learning attitude.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Hopefully, this reseach provided meaningful reference for the further researchers and those who are reading this reseach and interested in conducting the same research. Because this research has many weakness, especially in students' attention and interest, so the next researcher can do some way to improve this aspects.



## BIBLIOGRAPHY

- Ahmadi, A. (2002). *Psikologi Sosial*. Jakarta: PT. Rineka Cipta.
- Azwar, S. (2009). *Sikap Manusia, Teori dan Pengukurannya*. Yogyakarta: Liberty.
- Creswell, J. W. (2009) *Research Design: qualitative, quantitative and mixed approaches*, 3rd edition. Thousand Oaks, Sage.
- Gas, L.R and Peter Airasian. (2000). *Educational Research: Competences for Analysis and Application*. 6th Ed, New Jensey : Von Hoffmann Press.
- Crystal. (1993). *A Dictionary of Linguistics and Phonetics 4th*. UK: London Press.
- Dalyono, M. (2005). *Psikologi Pendidikan*. Jakarta: PT. Rineka Cipta.
- Diab, R. (2006). Sociodemographic, Psychological and Politicocultural Correlates n Flemish Students' Attitudes Towards French and English. *Journal of Multilingual and Multicultural Development*, 26(2), 118-137.
- Djaali. (2012). *Psikologi Pendidikan*. Jakarta: PT. Bumi Aksara.
- Eshghinejad, S. (2016). EFL students' attitudes toward learning English language: The case study of Kashan University students. *Cogent Education*, 3(1), 1-13.
- Fiffter. (1993). *Political Science: The State of the Disipline II*. Washington DC: American Political Science Association.
- Kaharan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal Art and Science*, 7(1), 73-87.
- Kobayashi, Y. (2002). The Role of Gender in Foreign Language Learning Attitudes:Japanese female students' attitudes towards English learning. *Gender and Education*, 14(2), 181-197.
- Makmun, A. S. (2012). *Psikologi Kependidikan, Perangkat Sistem Pengajaran Modul*. Bandung: PT. Remaja Rosdakarya.
- Millan, J. H., & Schummacher, S. (2006). *Research in Education: Evidence-Based Inquiry 6th Ed*. Boston: Person Education Inc.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

- Nikulina, L., & Furuoka, F. (2007). Language Classroom: A "Girls' Domain"? Female and Male Students' Perspective on Language Learning. *Miccolac*, 1(1), 1-12.
- Noursi, O. A. (2012). Honey catches flies more than Ginger: Enhancing Arab Students' attitudes towards learning English. *Proceedings of the 17th TESOL Arabia Conference* (hal. 34-45). Arabia: Arabia Conference.
- Noursi, O. A. (2013). Attitude towards Learning English: The case of the UAE Technological High School. *Educational Research*, 4(1), 21-30.
- Prawira, P. A. (2012). *Psikologi Pendidikan dalam Perspektif Baru*. Jogjakarta: Ar-Ruzz Media.
- Purwanto, N. (2014). *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Santoso, S. (2014). *Menguasai Statistik Nonparametrik*. Jakarta: PT. Elex Media Komputindo.
- Siebert, L. (2003). Student and teacher beliefs about language learning. *The ORTESOL Journal*, 21(1), 7-39.
- Syah, M. (2010). *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.
- Viet, V. V. (2017). Undergraduate Students' Attitude Towards Learning English: A case Study at Nong Lam University. *VNU Journal of Science: Education Research*, 33(4), 1-7.
- Winkel, W. (1986). *Psikologi Pendidikan Dan Evaluasi Belajar*. Jakarta: PT. Gramedia.

# APPENDICES

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





# APPENDIX 1 QUESTIONNAIRE

UIN SUSKA RIAU

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







## QUESTIONNAIRE

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya

a. Pengutipan hanya untuk keperluan pendidikan, penelitian, dan penulisan karya ilmiah

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mempergunakan atau menyalin sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This questionnaire is written for collecting data and research purpose only  
The questionnaire does not influence your score  
You are required to give ( ) for the correct answer based on yourself in some  
options: SA, A, N, D, SD  
Thank for your participation

QUESTIONS	Strongly Agree	Agree	Netral	Disagree	Strongly Disagree
I like to practice English the way native speakers do (Saya suka berlatih Bahasa Inggris seperti yang dilakukan penutur asli)					
Studying English helps me to have good relationships with friends (Belajar Bahasa Inggris membantu saya memiliki hubungan yang baik dengan teman)					
When I hear a student in my class speaking English well, I like to practice speaking with him/her (Ketika saya mendengar seorang siswa di kelas saya berbicara Bahasa Inggris dengan baik, saya suka untuk berlatih berbicara dengannya)					
Studying English helps me to improve my personality (Belajar Bahasa Inggris membantu saya meningkatkan kepribadian saya)					
Speaking English anywhere makes me feel worried (BerBahasa Inggris di mana saja membuat saya merasa					

suatu masalah.

State Islamic University of Sultan Saif Kasim Riau

UIN SUSKA RIAU



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### © Hak cipta milik UIN Suska Riau

6	khawatir)						
	I put off my English homework as much as possible. (Saya menunda PR Bahasa Inggris saya selama mungkin)						
	I am not relaxed whenever I have to speak in my English class (Saya tidak santai setiap kali saya harus berbicara di kelas Bahasa Inggris saya)						
	I feel embarrassed to speak English in front of other students (Saya merasa malu untuk berbicara Bahasa Inggris di depan siswa lain)						
	When I miss the class, I never ask my friends or teachers for the homework on what has been taught (Ketika saya ketinggalan kelas, saya tidak pernah menanyakan teman atau guru saya tentang pekerjaan rumah tentang apa yang telah diajarkan)						
	I do not feel enthusiastic to come to class when the English is being thought (Saya tidak merasa antusias untuk datang ke kelas ketika Bahasa Inggrisnya sedang diajarkan)						
State Islamic University of Sultan Syarif Kasim Riau	Being good at English will help me study other subjects well (Keahlian Bahasa Inggris yang baik akan membantu saya mempelajari mata pelajaran lain dengan baik)						
	I have more knowledge and more understanding when studying English (Saya memiliki lebih banyak pengetahuan dan lebih banyak pemahaman ketika belajar Bahasa Inggris)						





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

16	State Islamic University of Sultan Syarif Kasim Riau	In my opinion, people who speak more than one language are very knowledgeable (Menurut pendapat saya, orang yang berbicara lebih dari satu bahasa sangat berpengetahuan luas)					
		Studying English helps me communicate in English effectively (Belajar Bahasa Inggris membantu saya berkomunikasi dalam Bahasa Inggris secara efektif)					
		Studying English makes me able to create new thoughts (Belajar Bahasa Inggris membuat saya mampu menciptakan pemikiran baru)					
		English subject has the content that covers many fields of knowledge (Subjek Bahasa Inggris memiliki konten yang mencakup banyak bidang pengetahuan)					
		Frankly, I study English just to pass the exams (Terus terang, saya belajar Bahasa Inggris hanya untuk lulus ujian)					
		I cannot apply the knowledge from English subject in my real life (Saya tidak bisa menerapkan pengetahuan dari pelajaran Bahasa Inggris di kehidupan nyata saya)					
17	State Islamic University of Sultan Syarif Kasim Riau	I am not satisfied with my performance in the English subject (Saya tidak puas dengan kinerja saya dalam mata pelajaran Bahasa Inggris)					
		In my opinion, English language is difficult and complicated to learn (Menurut pendapat saya, Bahasa Inggris sulit dan rumit untuk dipelajari)					





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

24	I don't get anxious when I have to answer a question in my English class (Saya tidak merasa cemas ketika harus menjawab pertanyaan di kelas Bahasa Inggris saya)					
	Studying foreign languages like English is enjoyable (Belajar bahasa asing seperti Bahasa Inggris itu menyenangkan)					
	I feel proud when studying English language (Saya merasa bangga ketika belajar Bahasa Inggris)					
24	Studying English subject makes me feel more confident (Mempelajari pelajaran Bahasa Inggris membuat saya merasa lebih percaya diri)					
25	I like to practice English the way native speakers do (Saya suka berlatih Bahasa Inggris seperti yang dilakukan penutur asli)					
	Studying English helps me to have good relationships with friends (Belajar Bahasa Inggris membantu saya memiliki hubungan yang baik dengan teman)					
	When I hear a student in my class speaking English well, I like to practice speaking with him/her (Ketika saya mendengar seorang siswa di kelas saya berbicara Bahasa Inggris dengan baik, saya suka untuk berlatih berbicara dengannya)					
	Studying English helps me to improve my personality (Belajar Bahasa Inggris membantu saya meningkatkan kepribadian saya)					

UIN SUSKA RIAU

Speaking English anywhere makes me feel worried (BerBahasa Inggris di mana saja membuat saya merasa khawatir)					
To be honest, I really have little interest in my English class. (Sejujurnya, saya benar-benar memiliki sedikit minat dalam pelajaran Bahasa Inggris)					

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak menimbulkan hak-hak ekonomi atau hak-hak moral lain.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## **APPENDIX 2**

### **MALE STUDENTS' QUESTIONNAIRE SCORE**

**UIN SUSKA RIAU**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Dilarang tidak memberikan kredit atau penghargaan yang wajar pada karya ilmiah.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



## BAA

- byarif Kasim Riau

[illegible]



### Hak Cipta Dilindungi Undang-Undang

Score  
questionnaire  
students  
male  
the

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### © Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau																Suaka Riau																Jambi																Mangkajene																Makassar																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
15																16																17																18																19																20																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4

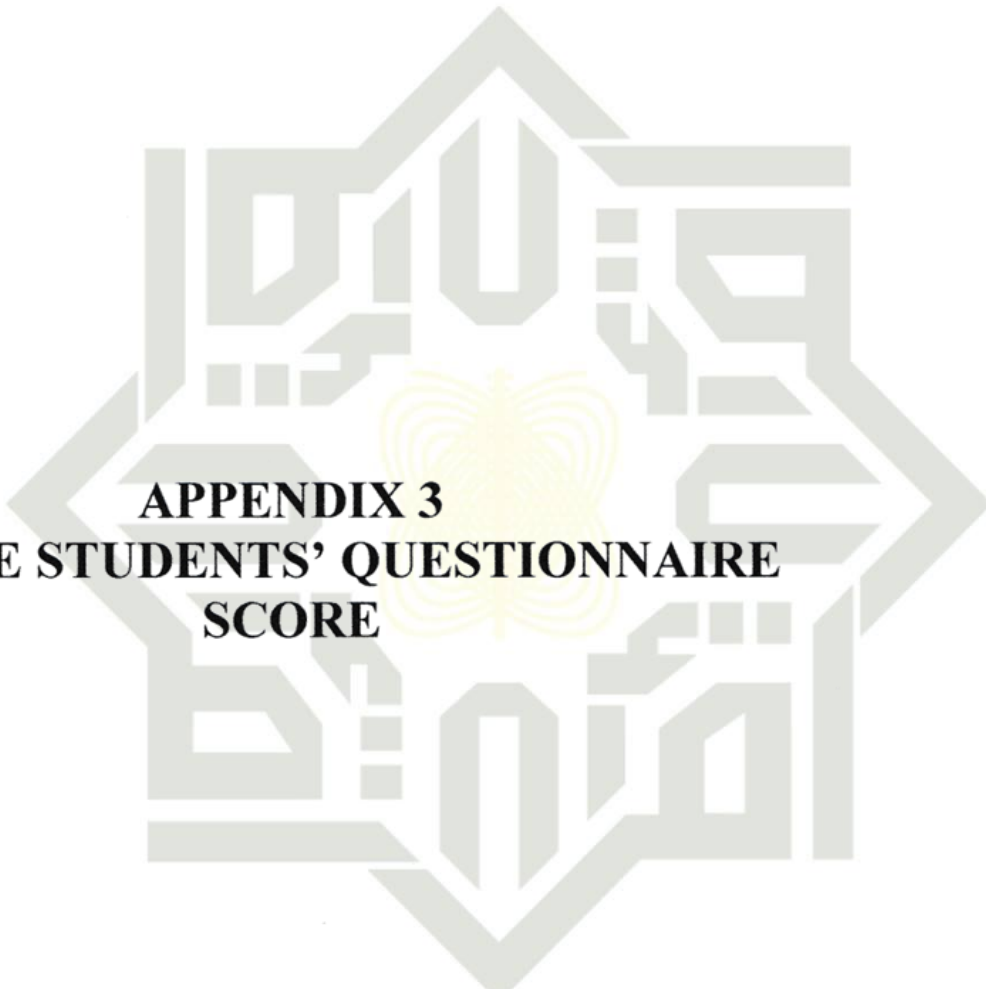


.....

- [illegible]

[illegible]





## **APPENDIX 3**

### **FEMALE STUDENTS' QUESTIONNAIRE SCORE**

**UIN SUSKA RIAU**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

# Hak Cipta Dilindungi Undang-Undang

VAB

10	9	8	7	6	5	4	3	2	1	S
33	1	1	1	1	1	1	1	1	1	1
36	1	1	1	1	1	1	1	1	1	2
33	1	1	1	1	1	1	1	1	1	3
36	1	1	1	1	1	1	1	1	1	4
33	1	1	1	1	1	1	1	1	1	5
36	1	1	1	1	1	1	1	1	1	6
33	1	1	1	1	1	1	1	1	1	7
36	1	1	1	1	1	1	1	1	1	8
33	1	1	1	1	1	1	1	1	1	9
36	1	1	1	1	1	1	1	1	1	10
33	1	1	1	1	1	1	1	1	1	11
36	1	1	1	1	1	1	1	1	1	12
33	1	1	1	1	1	1	1	1	1	13
36	1	1	1	1	1	1	1	1	1	14
33	1	1	1	1	1	1	1	1	1	15
36	1	1	1	1	1	1	1	1	1	16
33	1	1	1	1	1	1	1	1	1	17
36	1	1	1	1	1	1	1	1	1	18
33	1	1	1	1	1	1	1	1	1	19
36	1	1	1	1	1	1	1	1	1	20
33	1	1	1	1	1	1	1	1	1	21
36	1	1	1	1	1	1	1	1	1	22
33	1	1	1	1	1	1	1	1	1	23
36	1	1	1	1	1	1	1	1	1	24
33	1	1	1	1	1	1	1	1	1	25
36	1	1	1	1	1	1	1	1	1	26
33	1	1	1	1	1	1	1	1	1	27
36	1	1	1	1	1	1	1	1	1	28
33	1	1	1	1	1	1	1	1	1	29
36	1	1	1	1	1	1	1	1	1	30
33	1	1	1	1	1	1	1	1	1	31
36	1	1	1	1	1	1	1	1	1	32
33	1	1	1	1	1	1	1	1	1	33

© Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## CAA

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

[illegible]

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutipkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## EAA

Obtaining data may be butan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

[illegible]



## APPENDIX 4 RECOMMENDATION LETTERS

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

: Un 04/F.II.4/PP.00.9/16958/2019

Pekanbaru, 15 November 2019

: Biasa

: -

: **Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth

1. Drs. H. M. Syafi'i S, M.Pd.

2. Nuardi, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WAHYU MEIMONA

NIM : 11513203868

Jurusan : Pendidikan Bahasa Inggris

Judul : A COMPARISON BETWEEN MALE AND FEMALE STUDENT'S  
ATTITUDE IN LEARNING ENGLISH AT JUNIOR HIGH SCHOOL 3  
SELATPANJANG MERANTI REGENCY

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Diilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Nama yang dibimbing :  
2. Seminar usul Penelitian :  
3. Penulisan Laporan Penelitian :  
4. Nama Pembimbing : Drs. H.M. Syafii S. M.Pd.  
5. Nomor Induk Pegawai (NIP) :  
6. Nama Mahasiswa : Wahyu Meimona  
7. Nomor Induk Mahasiswa : 115132013868  
8. Catatan : Bimbingan

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
13/ maret /2019	Syafii k/ proposal	f	
20/ maret /2019	Revisi	f	
3. 10/ April /2019	Revisi	f	
4. 11/ April /2019	Revisi	f	
5. 08/ Agustus /2019	SEMINAR PROPOSAL	f	
6. 08/ oktober /2019	Revisi instrument	f	
7. 08/ oktober /2019	Acc. Instrument	f	

Pekanbaru, 21/11/2019  
Pembimbing,

Drs. H. M. Syafii S. M.Pd.  
NIP. 1966 0603 1992 0310 04



**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Nama yang dibimbing :  
2. Seminar usul Penelitian :  
3. Penulisan Laporan Penelitian :  
4. Nama Pembimbing : Drs. H. M. Syafri S. M. Pd  
5. Nomor Induk Pegawai (NIP) :  
6. Nama Mahasiswa : Wahyu Meimona  
7. Nomor Induk Mahasiswa : 115 13 203868  
8. Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
4 November 2019	Skripsi BAB 4-5 Data presentation & Data analysis		
9 November 2019	Revisi Data Presentation & Data analysis		
11 November 2019	Acc Skripsi		

Pekanbaru, 21/11/2019  
Pembimbing,  
  
M. Syafri S  
NIP. 1966 0603 1992 0310 04

1. Hak Cipta Dilindungi Undang-Undang  
2. Dilarang mengutip atau sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





### KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

Nama : .....  
 No. Induk Mahasiswa : .....  
 Nama Pembimbing : Nuardi, S.Pd., M.Pd.  
 No. Induk Pembimbing : .....  
 Nama Dosen Pembimbing : Wahyu Mermona  
 No. Induk Dosen Pembimbing : 115 13 203868  
 Nama Dosen Pembimbing : .....  
 No. Induk Dosen Pembimbing : .....

Waktu Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
April 2019	Synopsis - proposal		
24 Juni 2019	Synopsis - Proposal		
24 Juli 2019	Proposal		
01 Agustus 2019	Acc for Seminar Proposal		
01 Oktober 2019	Instrument		
01 Oktober 2019	Acc Instrument		

Pekanbaru, 21 November 2019  
Pembimbing,

Nuardi, S.Pd., M.Pd.  
NIP. 1983 0307 2009 010 12.





UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

Penas yang dibimbing :  
 Seminar/Isul Penelitian :  
 Penulisan Laporan Penelitian :  
 Pembimbing : Nuardi, S.Pd., M.Pd.  
 Nomor Induk Pegawai (NIP) :  
 Nama Mahasiswa : Wahyu Memoni -  
 Nomor Induk Mahasiswa : 115 15 2038 62  
 Catatan :

Tanggal Konsultasi

Materi Bimbingan

Tanda Tangan

Keterangan

1 November 2019

Introduction  
 Table of Content  
 Data Analysis  
 Data Analysis  
 Chapter V  
 References  
 Appendix

N  
 N  
 N  
 N  
 N  
 N

Pekanbaru, 21 November 2019  
 Pembimbing,

Nuardi, S.Pd., M.Pd.  
 NIP. 19 03 0307 2009 0110 12.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 2112

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Wahyu Meimona  
Nomor Induk Mahasiswa : 11513203868  
Hari/Tanggal Ujian : 05 Agustus 2019  
Judul Proposal Ujian : A Comparison Between Male and Female Students' Attitude in Learning English at Junior High School 3 Selatpanjang Meranti Regency  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Harum Natasha, M.Pd.	PENGUJI I		
Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd.	PENGUJI II		

UIN SUSKA RIAU

Mengetahui  
Dekan I  
Dr. Alimuddin, M.Ag.  
NIP. 19660924 199503 1 002

Pekanbaru, 30 September 2019  
Peserta Ujian Proposal

Wahyu Meimona  
NIM. 11513203868

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/F.II/PP.00.9/14675/2019

Pekanbaru, 04 Oktober 2019 M

1 (Satu) Proposal

**Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: WAHYU MEIMONA
NIM	: 11513203868
Semester/Tahun	: IX (Sembilan)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Comparison Between Male and Female Students' Attitude in learning English at Junior High School 3 Selatpanjang Meranti Regency

Lokasi Penelitian : SMPN 3 TEBING TINGGI

Waktu Penelitian : 3 Bulan (04 Oktober 2019 s.d 04 Januari 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Muhammad Syaifuddin, S.Ag., M.Ag  
NIP. 19740704 199803 1 001

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : dpmptsp@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/26776  
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat permohonan RISET dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor : n. 54/III/PP.00.9/14675/2019 Tanggal 3 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

- |                      |                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : WAHYU MEIMONA                                                                                                                     |
| 2. NIM / KTP         | : 115132038680                                                                                                                      |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS                                                                                                         |
| 4. Jenjang           | : S1                                                                                                                                |
| 5. Alamat            | : PEKANBARU                                                                                                                         |
| 6. Judul Penelitian  | : A COMPARASION BETWEEN MALE AND FEMALE STUDENTS' ATTITUDE IN LEARNING ENGLISH AT JUNIOR HIGH SCHOOL 3 SELATPANJANG MERANTI REGENCY |
| 7. Lokasi Penelitian | : SMPN 3 SELATPANJANG MERANTI                                                                                                       |

dengan ketentuan sebagai berikut:

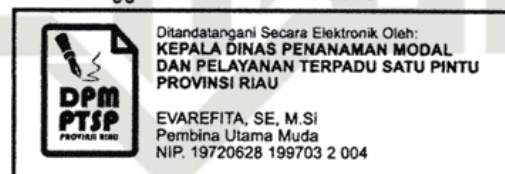
tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 16 Oktober 2019



UIN SUSKA RIAU

**Tembusan :**

**Disampaikan Kepada Yth :**

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Bupati Kepulauan Meranti
- Up. Kepala DPMPTSP dan Tenaga Kerja di Selatpanjang
- DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU di Pekanbaru
- Yang Bersangkutan

© Hak cipta milik UIN Suska Riau  
 State Islamic University of Sultan Syarif Kasim Riau

2. Di larang mengumumikan dan memperbanyak sebagian atau seluruh karya tulis ini di dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH KABUPATEN KEPULAUAN MERANTI**  
**DINAS PENANAMAN MODAL**  
**PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA**

Jalan Johari Dagang Komplek Perkantoran Bupati, Telp/ Fax. (0763) 33630

E-Mail : dpmptspkmeranti@gmail.com

**SELATPANJANG**

Kode Pos 28753

**SURAT KETERANGAN PENELITIAN**  
**Nomor : 053/DI-MPTSPK/X/2019/SKP/142**

**TENTANG :**

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Kepulauan Meranti, setelah membaca surat dari : **Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMTSP/NON-IZIN RISET/26776 Tanggal 16 Oktober 2019** dengan ini memberikan rekomendasi penelitian kepada :

: **Wahyu Meimona**  
 : 115132038680  
 : Pendidikan Bahasa Inggris  
 : S1  
 : Pekanbaru  
 : **A Comparison Between Male And Female Student & Rsquo : Attitude In Learning English At Junior High School 3 Selatpanjang Meranti Regency**  
 : SMPN 3 Selatpanjang Meranti

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang sudah ditetapkan. Pelaksanaan kegiatan penelitian dan pengumpulan data ini berlangsung selama 6 (enam) bulan dihitung sejak tanggal surat ini dibuat.

Demikianlah Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya dan kepada pihak terkait, agar dapat memberikan kemudahan dan membantu kelancaran kegiatan penelitian ini terima kasih.

Dik utat di : Selatpanjang  
 Pada tanggal : 21 Oktober 2019

**KEPALA DINAS PENANAMAN MODAL,  
 PELAYANAN TERPADU SATU PINTU  
 DAN TENAGA KERJA  
 KABUPATEN KEPULAUAN MERANTI**

**Dr. ASRORUDIN, M.Si**  
 Pembina Tk. I (IV/b)  
 NIP. 19670204 199503 1 002

Disalin dan Disampaikan Kepada Yti :

1. Kepala SMPN 3 Selatpanjang Meranti;
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau;
3. Yang Bersangkutan;
4. Arsip.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© H a c i p t a m i l i k U I N S u s k a R i a u





**PEMERINTAH KABUPATEN KEPULAUAN MERANTI  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 TEBING TINGGI**

NSS : 20.1.09.12.01.003 NPSN : 10 400 836  
Jalan Siak Sri Indrapura No. Telp. (0763) 32064 Fax. ....

**SELATPANJANG BARAT**



Kode Pos : 28753

**SURAT KETERANGAN**

Nomor : 424 / SMPN.3 / 2019 / 030

Menindak lanjuti surat UIN SUSKA RIAU No. Un.04/F.II.4/PP.00.9/2583/2019

Tanggal 11 Februari 2019, maka dengan ini kami sampaikan bahwa kami tidak keberatan untuk melakukan Penelitian/Riset, untuk atas nama Mahasiswa :

Nama : WAHYU MEIMONA  
NIM : 11513203868  
Semester / Tahun : VII (Tujuh) 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiah dan Keguruan UIN Suska Riau

Demikianlah Surat Keterangan ini kami sampaikan agar dapat dipergunakan  
seperlunya.

Selatpanjang, 18 Februari 2019

Kepala SMPN.3 Tebing Tinggi



**AMRUSIN, S.Pd**

NIP. 19700608 199903 1 004

Ditandatangani Undang-Undang  
yang mengutip sebagian atau seluruh  
karyanya tulis ini tanpa mencantumkan dan menyebutkan sumber:

State Islamic University of Sultan Syarif Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- c. Ularang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**PEMERINTAH KABUPATEN KEPULAUAN MERANTI  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 TEBING TINGGI**

NSS : 20.1.09.12.01.003 NPSN : 10 400 836  
Jalan Siak Sri Indrapura No. Telp. (0763) 32064 Fax. ....

**SELATPANJANG BARAT**



Kode Pos : 28753

**SURAT KETERANGAN**

Nomor : 423.4/ SMPN.3/ 2019/126

Kepala SMP Negeri 3 Tebing Tinggi, Kecamatan Tebing Tinggi, Kabupaten Kepulauan Meranti Provinsi Riau dengan ini menerangkan :

Nama : **WAHYU MEIMONA**  
NIM : **11513203868**  
Status : **Mahasiswa**  
Semester / Tahun : **Semester IX (Sembilan) / 2019**  
Program Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Tarbiyah dan Keguruan UIN Suska Riau**

telah melaksanakan RISET / PENELITIAN di SMP Negeri 3 Tebing Tinggi Kabupaten Kepulauan Meranti mulai tanggal **10 Oktober 2019 s/d 23 Oktober 2019**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana

memerintanya.

Dikeluarkan di : Selatpanjang  
Pada Tanggal : 23 Oktober 2019

Kepala SMPN.3 Tebing Tinggi



**AMIRUSIN, S.Pd**

NIP. 19700608 199903 1 004

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CURRICULUM VITAE



**Wahyu Meimona** is the third daughter of Mr. Darussalam and Mrs. Jus Mawarni. She was born in Selatpanjang, Mei 03<sup>nd</sup>, 1997. She lives at Jl. Tanjung Harapan Selatpanjang Meranti. In 2009, she graduated from SDN 35 Tebing Tinggi. In 2012, she finished her study at SMPN 03 Tebing Tinggi and continued to SMKN 1 Tebing Tinggi. She graduated from SMKN 1 Tebing Tinggi on 2015.

In 2015, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2018, she did KKN (Kuliah Kerja Nyata) program in Suak Selatpanjang, Meranti. Then, she did teaching practice (PPL) program at SMK TELKOM Pekanbaru on September 2018.

She followed the final examination of her thesis which entitled, "A Comparison Between Male and Female Students' Attitude in Learning English at Junior High School 3 Selatpanjang Meranti Regency" on December 2019. She had passed her final examination and got Bachelor Degree of English Education Department in State Islamic University of Sultan Syarif Kasim.

UIN SUSKA RIAU